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ABSTRACT

In this report measurable institutional objectives recommended by the faculty, students serving on faculty committees, and the administrative staff of Mt. San Jacinto College (California) are presented. The objectives are based on discussions with members of the Board of Trustees, advisory committees, community groups such as the Patrons Association, chamber of commerce, and more than 20 other groups who had meetings on campus to review the college program. The achievements listed for the appropriate objectives were prepared by the office and administrative staff and based on available auditable records. Objectives and achievements are presented for the college activity areas of: general education, transfer education, community services, student personnel, special remedial education, occupational training, and increasing instructional effectiveness. In addition, statistics related to units of credit, grade point average, costs associated with units earned and taught, and systemic constraints are reported. (Author/AL)

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ED 059704

MEASURABLE INSTITUTIONAL OBJECTIVES FOR 1970-71

ACHIEVEMENT REPORT

Mt. San Jacinto College
Gilman Hot Springs, California

July, 1971

JC 720 057

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 22 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Foreword

These objectives were recommended by faculty, students serving on faculty committees, and administrative staff. They were based on discussions with members of the Board of Trustees, advisory committees, community groups such as the Patrons Association, Chambers of Commerce, and more than twenty other groups who had meetings on campus to review the college program. Last year's efforts at establishing "Institutional Goals" aided the effort this year. The recommendation of these objectives was made by the Superintendent-President to the Board of Trustees for their review and adoption at the regular meeting on October 13, 1970. They were adopted by Resolution No. 1440.

The "Achievements," were prepared by the office and administrative staff and were based on available and auditable records. The objectives and achievements were presented for review and acceptance by the Board of Trustees at their meeting of July 13, 1971.

Milo P. Johnson
Superintendent and President
Mt. San Jacinto College

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MEASURABLE INSTITUTIONAL OBJECTIVES FOR 1970-1971

ACHIEVEMENT REPORT

I. General Education Objectives:

A. Each graduate will have demonstrated his understanding of and appreciation for the nature and development of our system of government by having achieved the minimum behavioral objectives in any of the following: History 17A and 17B; Political Science I and any U.S. History class; or History 51.

B. Each graduate will have demonstrated his knowledge of the factors affecting good mental and physical health and the moral and social values related to membership in the family and a demoractic society by having successfully achieved the behavioral objectives of the course in Health Education.

C. Each graduate will have demonstrated his ability to communicate thoughts clearly in speaking and writing, and his ability to read with understanding by having achieved at least the minimum behavioral objectives of at least the course in English Fundamentals and one other course in English, speech or journalism.

D. Each graduate will have demonstrated his understanding of the biological or physical environment by having completed at least the minimum behavioral objectives of a course in biology, physics, chemistry, physical geography, geography 51 or physical anthropology.

E. Each graduate will have demonstrated his understanding of, appreciation for, and participation in, creative and cultural heritage and activities or economic environment by successfully completing at least the minimum behavioral objectives of a course in the humanities or social sciences in addition to those completed to fulfill other stated objectives.

F. Each graduate will have demonstrated his ability to develop personal habits and attitudes to preserve and improve both mental and physical health for himself, his family, and his community by having successfully achieved the behavioral objectives of at least four semester courses in physical education, if required.

G. Each graduate will have demonstrated his ability to use the basic mathematical and arithmetical skills necessary to everyday life by successfully achieving the behavioral objectives of at least one course in mathematics, or by passing an examination in mathematics.

Achievement:

Each of the 107 graduates met the objectives required for the associate degree listed A through G as evidenced in the records kept by faculty members and as recorded on the students' official transcripts.

II. Transfer Education:

A. Each student who intends to transfer to one of the California State Colleges with complete certification will have satisfied the general education requirements for such transfer by successfully achieving at least the minimum objectives in a program of studies as follows: nine semester units of natural science, nine semester units of social science, eight semester units of humanities, six semester units of basic subjects, and eight additional semester units elected from the above areas or in the areas of mathematics, health education and/or physical education.

Achievement:

All those graduates who indicated their intention to transfer to one of the California State Colleges have had at least one conference, and in most cases, several conferences with a M.S.J.C. Counselor, and have met all of the minimum objectives of the general education requirement for the school of their choice, except in those cases where choice of four year institution changed during the last semester.

B. Each student who intends to transfer to any four year institution other than California State Colleges, shall identify the college and plan his general education program with his counselor or advisor in such a way that he will meet that institutions general education requirements.

Achievement:

All those students who indicated their intention to transfer to a four year institution other than one of the California State Colleges have had conferences with an M.S.J.C. counselor and 100% have met their selected institutions' general education requirement.

III. Community Service:

The Community Service Program is designed to assist the residents of the District in achieving worthwhile utilization of leisure time, in broadening of cultural and recreational knowledges and skills, and in facilitating the exchange of ideas, the following specific objectives will be accomplished:

A. Building and grounds facilities will be made available to all

community groups for use upon request and within the rules and regulations prescribed by law and policies established by the Board.

Achievement:

The campus was used 58 times by a variety of groups ranging from a play production by San Jacinto High School in S-1 to a meeting by Experience Incorporated utilizing the Little Theatre, cafeteria and four classrooms. S-1 was used 26 times for a play, meetings and a speech by Mr. V. Veysey. The Music Room was used by the Kiwanis, Soroptimists, San Jacinto Chamber of Commerce, Rotary and for a Miss Hemet Contest. A-5 was used for 2 elections, a Rotary Luncheon, Riverside County Educational Officers meeting and police testing. Additional classrooms and the cafeteria were used in conjunction with some of these meetings by College Auto Teachers Association and Experience Incorporated.

B. Organized recreational activities will be provided at least one night per week during the school year and four nights per week during summer school.

Achievement:

Recreational activities were provided every Tuesday and Thursday that school was in session during both fall and spring semesters. Activities included group and individual sports such as volleyball, badminton, golf, table tennis, body conditioning and square dancing. During summer school, activities were offered in 11 different areas with some activity being offered 5 afternoons and nights each week.
During the school year, attendance at the bi-weekly session numbered

between 35 and 50 participants, with an average of 40 for the 32 weeks. In the summer program, 276 individuals were served in groups of from 4 to 60.

C. At least four dramatic productions, two musical productions, and two other cultural events open to the public will be presented during the 1970-71 school year.

Achievement:

The drama section produced five plays, Taming of the Shrew, Stop the World I Want to Get Off, Medea, U.S.A. and Anastasia for a total of 20 performances on campus. Off campus, 2 plays were put on almost in their entirety for I.S.O.M.A.T.A. in Idyllwild and 25 appearances before civic and church groups in the surrounding area. In addition, two drama festivals were sponsored on campus for the high schools in the area with almost 100 participants each time. The opera, Hansel and Gretel played to a standing room only audience for four nights. The music department held a "Music of the Big Band Era" concert entitled "Remembering" for the retired people of the community, the choral group performed before several groups and the orchestra played for Hemet High School's open house. The Concert Series was a showcase for a piano duo, and a wide variety of musical talent, including individual performances by opera star Enrico DiGiuseppe and Frances Bible.

D. All requests from civic and service organizations in the College district for speakers from the college staff will be filled. Requests for dramatic or musical performances will be filled when they enhance

the educational program.

Achievement:

Dr. Thangaraj has spoken to almost all the major service clubs in the District giving over 35 talks to these organizations. He also has presented reading and discussion series to civic groups. Other faculty members have addressed several clubs and fraternal organizations both within and outside the District.

IV. Student Personnel

1. Guidance

Provide testing, counseling and advising to students to "know themselves" through an integrated guidance and counseling program including developing realistic goals and planning their lives and their educational program so they can accomplish these goals.

In order to achieve the guidance goal for the year 1970-71, the following measurable objectives will be accomplished:

A. Of the new students enrolling, 100% will confer with a counselor or advisor, declare a major and plan a program of studies.

Achievement:

All students new to Mt. San Jacinto College had at least one conference with a counselor to plan a program of studies. All students declared a major on their registration form.

B. After their initial enrollment, not more than 15% of the total students will make class changes.

Achievement:

	Number	Percentage
Total number of class enrollments	4,599	100%
Breakdown of class drops: No-Shows	155	3%
Student Initiated	989	22%
Teacher Initiated (Excessive Absences)	645	14%
Total class drops	1,789	39%

A different breakdown of the students who dropped classes shows the following:

Total number of students who withdrew from college	136	2-1/2%
Total number of students who dropped one or more classes	455	9-1/2%
Total number of students who dropped from full-time to part-time	144	3%

*As a result of failing to meet this objective, the faculty and staff have started a major effort to reduce the drops. See the plan: "A Method for Achieving Greater Retention of Students and Better Student Performance", June 1971

C. Of the freshmen enrolling in the Fall, 1969, 45% of those in continuous enrollment at JSJC and stating a transfer objective will have met that educational objective by June, 1971.

Achievement:

Four hundred sixty-six students stating a transfer objective enrolled as first-time (new) students at Mt. San Jacinto College in the Fall, 1969. A complete longitudinal study of these students has been made. The portion relevant for this institutional objective shows that 147 students had continuous enrollment for the four ensuing semesters. Of this 147, 74, or 51% of those in continuous enrollment, will receive associate degreees in June, 1971. It is also interesting to

note than an additional 24 (16%) of those in continuous enrollment have completed between 53 and 60 units. These 24 students have the possibility of finishing the associate degree in the Summer, 1971 session, thereby raising the total graduates to 67% of those in continuous enrollment.

D. (1) Ninety percent of those completing the class which includes the writing of educational and occupational goals will develop and try out such goals.

Achievement:

All students who continued in the educational, vocational, and personal assessment classes had help in developing and trying out goals.

(2) In a written evaluation questionnaire, this goal setting activity will be rated as helpful or very helpful by 70% of those who write such goals.

Achievement:

On an evaluation questionnaire in regard to how helpful the goal setting activity had been the following rating was recorded: Do you feel this course has been helpful to you in the following areas:

Vocational Choice	Yes	69%
Educational Plans	Yes	69%
Personal Understanding	Yes	86%

E. Thirty percent of the June 1970 graduates from the high schools within the college district shall be enrolled in Mt. San Jacinto College for the Fall, 1970 and/or Spring 1971 semesters.

Achievement:

A study of the Spring, 1970 high school graduates who enrolled in Mt. San Jacinto College for the Fall, 1970 and/or Spring, 1971 semesters shows that 34% of these students enrolled for either the fall and/or spring semesters. The breakdown of the highschools was as follows:

	San Jacinto	Banning	Mt. View	Perris	Hemet	Beaumont	Totals
Graduates (H.S.)	75	112	15	130	310	107	749
Enrolled at MSJC	23	48	6	27	108	39	251
Percentage Enrolled	30%	43%	40%	21%	35%	36%	34%

F. (1) To encourage more persons of ethnic minority background to pursue further education, at least 40 students of such background, who would, in all likelihood not attend college, will be recruited.

Achievement:

Records show that at least 13 new students from ethnic minority backgrounds entered Mt. San Jacinto in the Fall, 1970, semester as a direct result of recruiting contacts by students. At least 15 additional students from ethnic minority backgrounds entered in the Spring, 1971, semester as a direct result of peer recruiting.

(2) To aid in recruitment of ethnic minority students, 3 filmstrip-tape multi media packages will be developed; one each for persons of American-Indian, Mexican-American, and Negro backgrounds.

Achievement:

The three recruitment tapes are in final stages of production.

(3) To promote better understanding of the unique cultural heritage of the American-Indian, the Mexican-American, and the Negro,

3 filmstrip-tape multi media packages will be developed for use in various social science programs by all students (to be developed as part of one of the guidance projects).

Achievement:

The 3 "understanding" tapes are in final stages of production.

G. In order to determine factors effecting drop-out and re-entry of students,

(1) Information on factors effecting exit and re-entry will be obtained on all students who withdrew from college during the Fall semester of 1969 and re-enrolled for the Fall semester of 1970, by February 1, 1971.

Achievement:

The longitudinal study of the Fall, 1969 first-time enrollees shows that of the 162 students dropping out during or at the end of the Fall, 1969 semester, 20 returned to college in the Fall, 1970. These students stated that financial problems and job committments were the biggest factors in their missing a semester of college.

(2) Information on factors affecting drop-out will be obtained on 75% of students who withdrew from all classes during the Fall semester 1970 by July 1, 1971.

(3) The information will be compared and all factors judged that have an effect on a student's decision to withdraw or re-enter college will be tabulated.

Achievement:

A complete study was done on students who withdrew from all classes

during the Fall, 1970 semester. The following are pertinent exerpts from the study:

Marital Status

A. Single	47%
B. Married	47%
C. Divorced	2%
D. Separated	3%

How did you get to college?

A. My own car	71%
B. Parents car	8%
C. Rode with others	8%
D. School bus	7%
E. Other (including motorcycle)	5%

If you were employed while attending college, the number of hours per week required on the job.

A. 0-8	10%
B. 9-16	18%
C. 17-24	10%
D. 25-32	10%
E. 33-40	28%
F. Over 40	21%

How many units of college work have you completed?

A. 1-15	32%
B. 16-30	17%
C. 31-45	4%
D. 46-60	6%
E. Over 60	17%
F. None	2%

What was your reason for attending college? (Mark more than one if applicable)

A. To prepare for transfer to another college	33%
B. To get a junior college degree	19%
C. To complete a vocational program	9%
D. To take a short term program, or courses of special interest	12%
E. Other	20%

How many of the following influenced your decision to withdraw from college?

A.	Change in marital status	9%
B.	Financial problems	19%
C.	Take full-time employment	12%
D.	I no longer plan to attend college	2%
E.	I no longer live in the community	5%
F.	Military service	6%
G.	Transportation problems	9%
H.	The college was not meeting my needs	6%
I.	Other	28%

Have you enrolled in classes at Mt. San Jacinto College for spring semester?

A.	Yes	25%
B.	No	74%

(4) Using the factors determined in the above study, recommendations for change in counseling, administrative or instructional procedures which will minimize factors cited as cause for withdrawal and maximize factors cited as cause for re-entry will be made with the aim of reducing drops by 5% for the 1972-73 school year.

Achievement:

In order to help the student formulate more concrete educational goals and in order to give the student and his counselor an opportunity to discuss personal problems, a new counseling registration procedure has been developed and implemented.

2. Job Placement

A. The counseling staff will find part-time job opportunities for all students who desire to have such work and whose records indicate they can profit from such employment.

Achievement:

Records show that approximately 150 part-time off campus jobs were made available to students and approximately 100 students took jobs. It should be pointed out that in some instances job times are not compatible with students' hours. In addition, approximately 60 students held on campus jobs during the school year.

3. Student Activities

A. The student government association will have completed by February 1, 1971, a set of behavioral objectives for the student body organization, and will have identified the means of accomplishing these objectives.

Achievement:

Student government members have developed a set of behavioral objectives for the student body organization. See document mailed to Board on 7/9/71.

B. In February, 1971, on a written evaluation questionnaire, the process of formulating the student body objectives will be judged as valuable or very valuable by 70% of those involved in writing them.

Achievement:

On an evaluation questionnaire 95% of the students involved in formulating the objectives judged the experience as valuable. The questionnaire included the following questions:

Questionnaire

Students who met and worked on the project are to answer the follow-

ing questions regarding the above-stated process:

1. Was the project of value to you in learning how to establish objectives for the Associated Student Body?
2. Do you think that the project in its completed form will be valuable to the entire student body when it is completed and executed?
3. Did you feel the process was sufficient to allow students to explore what they feel are the goals they wish to accomplish for their own organization? Were students allowed to determine their own goals?
4. What suggestions or recommendations do you have for working on their objectives in the future?

V. Special Remedial or Second Chance:

Students, who did not complete high school and who are over 18 years of age, and those students who are so deficient in subject skills and knowledge that they will find it difficult to succeed in junior college classes, will be provided with special classes, or workshops, or laboratory experiences which will prepare them for college classes. In order to achieve the special remedial or second chance goal for the year 1970-71, the following measurable objectives will be accomplished:

A. All students who indicate a desire to improve their reading skill will be enrolled in a regular reading class. Ninety percent of the students who persevere throughout the semester will meet the minimum objectives of the course and receive a passing grade.

Achievement:

Twenty-seven students were enrolled in the special reading classes during the Fall, 1970, semester. Standardized testing showed that 78% of this group read at the 10th grade level and below. All students who persisted in the class met the minimum objectives of the course and received a passing grade.

B. All students who indicate a desire to improve their arithmetic skills will be enrolled in a remedial math program, and at least 45% of these will meet the measurable objectives of that course, thereby passing the entrance examination for Elementary Algebra.

Achievement:

One hundred thirteen students were enrolled in the remedial math classes. Forty-seven percent (52 students) completed requirements for entrance into Elementary Albegra. Another 5% of the students completed lesser math goals, but will do additional work before entrance to Elementary Algebra. (The total enrollment figure is the original enrollment.)

C. Students who indicate a desire to improve their knowledge of American History but who are of low verbal skills will be enrolled in History 51. Eighty percent of the students who persevere throughout the semester will meet the minimum objectives of the course, receive a passing grade, and thus satisfy their government and history requirements for graduation.

Achievement:

Forty students were enrolled in the History 51 classes for the Fall, 1970, semester. Ninety-two percent of those persisting in the course

received a passing grade, thus satisfying their government and history requirement for graduation.

D. Students who desire to take a science course that is challenging but within the ability of students with low verbal skills may enroll in Georgraphy 51. Ninety percent of the students who persevere throughout the semester will meet the minimum objectives of the course, receive a passing grade and thus satisfy the science requirement for graduation.

Achievement:

Sixteen students were enrolled in the Geography 51 class for the Fall, 1970, semester. Ninety-four percent of those persisting in the course received a passing grade, thus satisfying the science requirement for graduation.

VI. Occupational training:

Provide qualified district residents, who request full time or part time training leading to available employment, with local vocational and technical education, where the number of requests justify the program. Provide district residents who request full time training not offered at MSJC, and which leads to employment, and who are qualified to take such training, with an opportunity to enroll in another community college which offers the desired program.

Achievement:

Twenty-two occupational programs offering 103 classes show a total enrollment of 972.

Provide leadership in the cooperative implementation of the State Vocational Area Plan, with other schools and colleges, and government agencies, in order to promote the broadest possible occupational training network for students and employers of this district.

Achievement:

The Dean of Vocational Education and members of the vocational

instructional staff have participated in regional and State meetings for the improvement of occupational training but the prime work on this objective was done by Board member Omer Barker who was elected to the Area XI Planning Committee Vocational Technical Education.

In order to achieve our occupational training goal for the year 1970-71, the following measurable objectives will be accomplished:

A (1) Of high school students enrolled in Auto Body at the initial attendance report period, 75% will satisfactorily complete the semester. Achievement: 93% did complete.

(2) Of high school students enrolled in Auto Mechanics at the initial attendance report period, 75% will satisfactorily complete the semester. Achievement: 81% did complete.

(3) Of high school students enrolled in Printing at the initial attendance report period, 80% will satisfactorily complete the semester. Achievement: 71% did complete.

B. (1) Of first semester non-H.S. students enrolled in Auto Body at the initial attendance report period, 75% will satisfactorily complete the semester. Achievement: 80% did complete.

(2) Of first semester non-H.S. students enrolled in Engineering Technology at the initial attendance report period, 80% will satisfactorily complete the semester. Achievement: 85% did complete.

(3) Of first semester non-H.S. students enrolled in Engineering Technology at the initial attendance report period, 40% will satisfactorily complete the semester. Achievement: 55% did complete.

(4) Of first semester students enrolled in LVN classes at the initial attendance report period, 80% will satisfactorily complete the semester. Achievement: New classes in LVN were not started in 1971-72.

(5) Of first semester non-H.S. students enrolled in Photography, at the initial attendance report period, 90% will satisfactorily complete the semester. Achievement: 85% did complete.

(6) Of first semester non-H.S. students enrolled in Printing at the initial attendance report period, 67% will satisfactorily complete the semester. Achievement: 67% did complete.

C. (1) The second semester non-H.S. students enrolled in Auto Body at the initial first semester attendance report period, 40% will satisfactorily complete the semester, or will have accepted a full-time position in the above, or closely related, occupation. Achievement: 72% did complete.

(2) Of second semester non-H.S. students enrolled in Auto Mechanics at the initial first semester attendance report period, 50% will satisfactorily complete the semester, or will have accepted a full-time position in the above, or closely related, occupation. Achievement: 90% did complete.

(3) Of second semester non-H.S. students enrolled in Engineering Technology, 50% will satisfactorily complete the semester, or will have accepted a full-time position in the above, or closely related, occupation. Achievement: 60% did complete.

(4) Of second semester students enrolled in LVN classes at the initial first semester attendance report period, 66% will

satisfactorily complete the semester. Achievement: N/A.

(5) Of second semester non-H.S. students enrolled in Photography, 90% will satisfactorily complete the semester, or will have accepted a full-time position in the above, or closely related, occupation. Achievement: 100% did complete.

(6) Of second semester non-H.S. students enrolled in Printing at the initial first semester attendance report period, 60% will satisfactorily complete the semester, or will have accepted a full-time position in the above, or closely related, occupation. Achievement: 78% did complete.

D. (1) Of students receiving a certificate or degree in Auto Body, 50% will accept a position in the specified, or closely related occupation. Achievement: 100% accepted positions.

(2) Of students receiving a certificate or dgree in Auto Mechanics, 50% will accept a position in the specified, or closely related occupation. Achievement: 80% accepted positions.

(3) Of students receiving a certificate or degree in Engineering Technology, 90% will accept a full-time position in the specified or closely related, occupation. Achievement: 75% accepted positions.

(4) Of students receiving a certificate or degree in LVN, 90% will accept a position in the specified, or closely related, occupation. Achievement: N/A.

(5) Of students receiving a certificate or degree in Photography, 90% will accept a position in the specified, or closely related, occupation. Achievement: 100% accepted positions.

(6) Of students receiving a certificate or degree in Printing, 90% will accept a full-time position in the above, or closely related,occupation, Achievement: N/A.

E. Of last year's students placed in a full-time position in the specified, or closely related, occupation, 90% will be judged by their employer to be successful employees at the end of their first year of employment. Achievement: Auto Body - 100%; Auto Mechanics - 100%; Licensed Vocational Nursing - 90%, Photography - 100%, and Printing - 100%

F. Of full-time vocational students who indicate a desire to work in a job related to their major, 100% will be aided by the vocational counselor in obtaining such jobs. Achievement: 100% were assisted.

G. Within the VEA handicapped definition, 30 such students will be recruited, counseled, and trained for occupations judged to be individually realistic by the counselor, pertinent instructor, and the Vocational Dean.

Achievement:

The vocational counselor, personally interviewed individually 70 handicapped people - 43 enrolled in occupational classes and 32 completed at least one semester's work.

H. Within the VEA disadvantaged criteria, 25 such students will be recruited, counseled, or enrolled in programs judged to be individually realistic by the counselor, pertinent instructors and the Vocational Dean.

Achievement:

106 students who met the above criteria were enrolled in vocational programs.

VII. Increasing the Effectiveness of Instruction:

Although accomplishing the following goals will not result in direct and measurable "product output" they are herein listed as a part of the Institutional Goal Statement because it is firmly believed that by their accomplishment this year there will be an improvement in the educational process which will in future years reflect in better accomplishing the institution's measurable performance objectives.

Grading plans directly related to course objectives will be prepared, additional courses will have behavioral objectives written and on file, new and revised individualized multi media will be prepared and utilized, "prescriptive education" and "continuous progression" education will be investigated and further steps will be taken to implement both. In order to achieve the goal relating to the effectiveness of instruction, the following objectives will be accomplished.

A. The updating of course content will further be achieved by preparing measurable objectives for 29 courses and by revising the measurable objectives already written for 21 courses.

Achievement:

Seventy-six grading plans directly related to course objectives were prepared.

Measurable objectives were written for 28 additional courses, and measurable objectives previously written were revised for 25 courses.

B. Twenty-five filmstrip tape multi media lessons will be prepared and produced by June 30, 1971. Each will have semi-programmed worksheets and post tests when such instruments are practical. All will be prepared so they can be copyrighted.

Achievement:

Eighty-eight multi media lessons were produced in the fiscal year and 44 are in the process of production as to June 30, 1971.

C. Filmstrip, tape multi media lessons will be sold by mail order and by direct sales at conferences and on campus for a total of 750 units for the fiscal year.

Achievement:

1,929 multi media lessons were sold to other institutions for a total sales volume of $13,760.

D. Faculty committees involved directly with students and the students academic performance will investigate "prescriptive education" and "continuous progression" education and submit procedures for consideration by February 1, 1971, to be utilized in reducing the drop rate and making the education of each student more relevant for him.

Achievement:

As a result of failing to meet this objective, the faculty and staff have started a major effort to reduce the drops. See the plans "A Method for Achieving Greater Retention of Students and Better Student Performance", June 1971 (copy appended).

The foregoing pages listing the objectives and accomplishments of Mt. San Jacinto College for the school year 1970-71 describes the extent to which certain parts of the educational program achieved the purposes and objectives of this college as set forth in the catalog. The most significant "output" achievement was the "units of credit completed" and grades earned, based on performance objectives and precise grading plans for courses.

The units of credit completed by all of the students for the year 1970-71 were 18,414, and the grade point average for all units completed was 2.6 (C+)*. The current expense cost per unit of credit earned is $59.44. Cost per semester hour taught is $30.86** and cost per A.D.A. $925.80.

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*There is some risk of producing a self serving statistic when an instructional grade point average is used as one measure of institutional output. To counteract this risk and for other purposes, teachers at Mt. San Jacinto College have developed precise grading plans as a part of the performance objectives for courses. Also, as verification of grading criteria certain students' grade point averages earned at M.S.J.C. are compared with their grade point averages when these students transfer to four year colleges. And next year money has been budgeted to provide travel expenses for instructors to go to other colleges and universities where performance objectives and precise grading plans are used so that M.S.J.C. instructors can further verify their objectives and grading criteria.

**This lower cost is primarily the result of the fact that all physical education classes, vocational education classes and all laboratory classes have many more hours than units.

There is no summary statement available of the constraints which must be considered when making judgements on the effective use of financial resources for purposes of accountability. Plans are under way to provide the summary statement of constraints to the Board in the future so that a more complete accountability system may then be established.

DEFINITIONS

Accountability as applied to the educational process is: (1) the ability to demonstrate cost effectiveness (efficient use of resources) in meeting agreed upon philosophy and goals, (2) when using verified objectives, (3) when serving a well identified group of students, (4) and when taking into consideration constraints relative to this: school, course, group of students and community.

Performance Objectives for Course - A series of statements describing in measurable terms what skills, knowledges and other outcomes students are expected to achieve as a result of this class including intermediate points in the course at which students would be awarded units for completing objectives to that point.

Verified Objectives - Course objectives which have been approved by an advisory committee, a group of teachers of the same subject or by a recognized authority.

Constraints - Those obstacles to the learning activity which are beyond the control of immediately responsible educators and which may or may not be controllable by anyone in the school district.

Restraints - Those hindrances to learning which are within the control of one or more of the educators who are immediately responsible. Hindrances which may be reduced in the time span of this class (semester).

Student Effort Factors - Those actions associated with motivation which if practiced by the student in a given class lead to his achieving objectives commensurate with his potential.

Grading Criteria - A set of criteria for the awarding of letter grades based on student achievements of performance objectives for the course and including criteria for establishing grades for intermediate points in the course where each unit or fraction of a unit is earned.

Conferring Process - The act of two or more people analyzing available data, considering trends and mutually arriving at an agreed upon plan of action or a conclusion.

Philosophy - Means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived. California Education Code 7561

Goals - Means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period. California Education Code 7562.

Objectives - Means a devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal. California Education Code 7563.

Teacher-student accountability - The ability of the teacher to demonstrate that he has taken all reasonable steps to assist students to accomplish the course objectives up to each student's fullest potential.

Corollary - The ability of the student to demonstrate that he has made reasonable effort to accomplish all of the course objectives up to his fullest potential.

A Method for Achieving Greater
Retention of Students and
Better Student Performance

This plan envisions the following steps:

1. At the end of the first week of the semester, each teacher and his administrative representative (coordinator) will confer regarding one pre-selected course. They will consider the grade point average of registered students furnished by registration office, results of first of the semester tests, results of placement tests, student records from the previous semester of this course, constraints, and restraints in an attempt to predict the factors which may keep some students from achieving all of the course objectives.

   The teacher and the administrator will confer on the statement of constraints and confirm that they represent constraints and not restraints.

2. The teacher and the administrator confer on the steps to be taken by the teacher to help reduce certain selected restraints. This will include the possibility of asking the counseling office to transfer some misplaced students to other classes.

3. Administrative representative and the teacher confer on the steps to be taken by the administrator to help reduce other selected restraints.

4. The administrative representative will, by the third week of the semester, prepare a report including course title and catalog number, number of students enrolled, along with a listing of agreed upon constraints beyond the scope of these two conferees to reduce, and restraints upon which each will work. This will be presented to the Superintendent during a conferring session during the third week.

5. At the end of the year the teacher and administrative representative will confer on the results of the students' achievements and the administrator will be responsible for making a report on grades earned in accordance with the grading plan, and a report on constraints which were verified during the year as being beyond the influence of the teacher and administrative representative and a report on the restraints which each had eliminated. These reports will be presented in writing to the Superintendent with a copy to the teacher.
6. This conferring process will be started on a trial basis with one class for each teacher using a different class each semester. In June 1972 this plan will be reviewed for improvement or for replacement.

At the first of the year the teacher brings to the conference with the administrative representative the following:

1. A copy of the precise objectives for the course and a copy of the grading criteria. Each should be dated.
2. A list of constraints which describes the main reasons why in the opinion of the teacher all of last semesters students did not complete all of the objectives with the highest possible grade.
3. A copy of this year's first of the semester tests designed by the teacher to determine the readiness of new students to meet the course objectives.
4. Results of the first of the semester tests given to the new class.
5. Other available information about students, i.e., previous grade point average for each student.

What is to be accomplished at the first-of-the-year conference between the instructor and the administrative representative:

1. Precise objectives for the course and grading criteria are to be discussed and methods agreed to in order to verify these with other teachers, consultants, or by advisory committees.
2. Discuss the constraints relating to the previous semester's student achievements.
3. Discuss the first of the semester tests utilized by the teacher to determine the readiness of new students to meet the objectives of the course.
4. Confer on the constraints relating to this semester's students and how these may differ from last semester's.
5. Confer on the restraints which are possible for the teacher to reduce and how these relate to the teacher's professional goals.
6. Confer on the restraints which are possible for the administrative representative to reduce.

At the <u>end</u> of the year the teacher brings to the conference with the administrative representative the following:

1. A copy of the precise objectives for this course and the grading plan and suggestions for updating one or both.
2. The number enrolling and completing this course for the previous semester.
3. A list of the <u>projected constraints</u> reevaluated in respect to what actually developed during this current year.
4. A copy of the final exams and grades earned on the final exam and other records of student achievement including final grades.
5. Evidence of having reduced the restraints which were possible for the teacher to influence.

What is to be accomplished at the end-of-the-year conference between the instructor and the administrative representative:

1. Confer on the comparison of projected constraints with the list of constraints which actually developed during the year.
2. Confer on the teacher's efforts to try and reduce the restraints which were within the power of the teacher to influence.
3. Confer on the administrative representative's efforts to reduce the restraints which were within the power of administration to influence.
4. Confer on what is to be learned from studying the grades earned by these students considering the constraints that existed and the restraints which were reduced. Plan what can be done next time this class is taught to increase the retention rate and to increase student performance.

DEFINITIONS

Constraints - Those obstacles to the learning activity which are beyond the control of immediately responsible educators and which may or may not be controllable by anyone in the college district.

Restraints - Those hindrances to learning which are within the control of one or more of the educators who are immediately responsible. Hindrances which may be reduced in the time span of this class (semester).

Precise Objectives for Course - a series of statements describing in measurable terms what skills, knowledges and other outcomes students are expected to achieve as a result of this class.

Grading Criteria - A set of standards for the issuance of letter grades based on levels of student achievements of the precise objectives for the course.

Conferring Process - The act of two people analyzing available data, considering trends and mutually arriving at an agreed upon plan or conclusion.

Philosophy - "Philosophy" means a composite statement of the relaticnship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived. Edu.Code 7561.

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